Research is at the heart of everything we do at the Graduate School of Education. Our vision for the kind of research we want to engage in can be described in four words – inclusive, inspiring, innovative and impactful.

We aspire to create an INCLUSIVE research culture where everyone has agency and therefore an active role to play in doing and using research.

We seek to INSPIRE students on all our taught programmes to use the links they can make between theory, research and practice to transform their thinking, their practice and their profession.

Through our postgraduate research programmes we are committed to facilitating the development of critical and INNOVATIVE educational researchers of the future, who are capable of pushing the boundaries of knowledge and knowledge production.

We are committed to developing and maintaining long-term IMPACTFUL collaborative partnerships with our local, national and international stakeholders. We want our partners to feel that they are enabled to engage in and benefit from the research that we conduct from conception through to dissemination, and develop the skills and confidence to research their own practice.

Professor Jane Seale
Director of Research for the Graduate School of Education
The Graduate School of Education offers a wide range of initial teacher education (PGCE), Masters, and Doctoral programmes, for both full-time and part-time study, including some distance learning options. We are recognised as one of the top Education schools in the country.

In the Research Excellence Framework (REF) 2014, across all the 76 submissions in Education in the UK, the School is ranked 6th overall in the UK for world-leading research (4* and 3*). The School ranked equal first in terms of research environment (4* plus 3*), and second in terms of 4* research outputs.

We encourage a vibrant, collaborative and interdisciplinary research culture within the Graduate School of Education. Our international community of researchers has an excellent record of winning external funding; and our centres, groups and networks provide structure and support to promote collaboration and impact.

The REF is the UK’s national system for assessing the quality of its research in Higher Education.

- 4* is work that is world-leading in terms of originality, significance and rigour
- 3* is work that is internationally excellent in terms of originality, significance, and rigour

The achievements of the School are due to the quality of its staff. They are drawn from a range of disciplines, countries and cultures; and are united in their vision of providing an excellent environment in which the teachers and researchers of the future can thrive.

We advocate mentoring for early-career researchers, as well as collaborative bid writing and projects. We run a range of seminars, conferences and other research related events and are always delighted to welcome colleagues from outside the University.

*Ofsted is the UK Government’s ‘Office for Standards in Education, Children’s Services and Schools’, which inspects and regulates services that provide education for learners of all ages.
RESEARCH CENTRES

We have focused the key areas of our research around seven distinct but interdisciplinary research areas:

- Centre for Research in Writing
- Centre for Research in Professional Learning
- Centre for Science, Maths and Technology Education
- Centre for Inclusive and Special Education
- Centre for Teaching Thinking and Dialogue
- Language and Education Network
- Creativity, Sustainability and Educational Futures Network

We also nurture a number of smaller and less formal research groups and networks, which augment and complement our larger centres; these include Religion and Spirituality, and Living with Difference.
CENTRE FOR
RESEARCH IN WRITING

The Centre for Research in Writing was established to promote writing research which crosses methodological, philosophical and contextual boundaries.

We are naturally interested in psychology, sociology, socio-cultural theory, linguistics, literary theory and creativity theory, and seek to draw together these different disciplinary perspectives, generating new theoretical and professional understandings about writing and the teaching of writing.

Together we aim to:

☐ Promote research in writing which draws on interdisciplinary research
☐ Create an international site for interdisciplinary writing research
☐ Facilitate research collaboration across disciplinary and national borders
☐ Build on existing academic networks and relationships to create a hub of writing research which addresses social and educational needs
☐ Provide a forum for the sharing, development and interrogation of interdisciplinary perspectives on writing
☐ Generate research which has social impact
☐ Communicate writing research and its applications to user communities

Exetreme Imagination

Exetreme Imagination is Exeter’s festival of children’s literature, celebrating writing for and by children. The week-long festival brings together all of Exeter’s main arts organisations, and hosts over a hundred events which are either inspired by writing for children, showcase the best authors of literature for children, or aim to inspire children to write. It brings children’s authors into schools where they share their experience as writers, and enables communities and arts venues to work alongside children and young people, engaging young minds in the power of the written word.

www.exetreme.org

Writing Conversations

This four-year study, funded by the Economic and Social Research Council (ESRC), is investigating how children develop metalinguistic understanding about writing, and is following two cohorts of students from age 9-11 and 12-14. Through classroom observation and conversations with children about their writing and the decisions they make, the project will provide the first comprehensive analysis of metalinguistic development in the context of writing.
CENTRE FOR RESEARCH IN PROFESSIONAL LEARNING

In a rapidly changing landscape, where the quality of the student learning experience in Higher Education is increasingly highly-prized, and the pressures on partner organisations who provide vocational placements are significant, there are very particular challenges facing those involved in the design and delivery of professional learning.

Academic staff must embed new professional cultures and mechanisms for evaluating and rewarding high-quality teaching and learning through career progression pathways, remuneration, working practices, academic leadership and support - as well as maintaining a high level of research productivity and delivering world-leading research outputs.

They must also offer evidence-based professional development and training opportunities which are meaningful, not merely mechanistic, to core staff who are responsible for teaching and learning.

The Centre for Research in Professional Learning brings together academics with interests in post-compulsory education, Continuing Professional Development (CPD), preparing professionals for practice, learning from the workplace, and related education philosophy and policy to address such challenges.

We have developed close links with the University’s Education Enhancement Unit in order to build a critical mass of expertise in professional learning research across the institution.

Our core objectives

- To generate high-quality, funded international research on innovation in professional learning, with a particular focus on teaching and learning in research-intensive university contexts
- To develop and promote sector-leading research and practice in professional learning in research-intensive universities in the areas of Teacher Education, Law, Medicine, Higher Education and Business
- To look at the broader, philosophical questions for professional learning, which have arisen as universities and other organisations make choices about their role in this changing landscape

CENTRE FOR SCIENCE, MATHS AND TECHNOLOGY EDUCATION

The Centre for Science, Maths and Technology Education brings together academics and research students concerned with aspects of education in the fields of Science, Technology, Engineering, and Mathematics (known as 'STEM'). The core team is based within the Graduate School of Education, and we currently collaborate with academics in Malaysia, India, Turkey, the Netherlands and Lebanon.

Our view of education is broad, encompassing education in schools and colleges, non-formal settings, and the education of teachers of STEM subjects. We include a broad range of STEM subjects (such as geosciences, environmental sciences, and medical education); we also see Information and Communications Technology (ICT) as an important part of our concern both because of its links with technology, and because of its role in supporting innovative research methods and pedagogies.

As well as contributing to the day-to-day work of specific funded research projects, we work together to explore more fundamental issues, such as the nature of science, its role in key areas of decision-making in society, and the implications of these issues for formal and non-formal science education.

In these respects we are interested in complex socio-scientific issues and the relevance of science education to contemporary citizenship (for example its role in strengthening debate on themes such as sustainability and global climate change). This aspect of our work is supported by seminars led by national and international leaders in the field and shapes our contribution to university-wide collaborations in the STEM area.
The Graduate School of Education at the University of Exeter has a fruitful research community. The research groups and centres help both researchers and students to network with each other.

Saud Alsalahi, EdD TESOL
The Centre for Inclusive and Special Education brings together academics, research staff and doctoral students who are interested in the educational aspects of children, young people and adults with special educational needs and disabilities, and provides a forum for discussion and debate about current theoretical, policy, research and practice issues.

Inclusion and entitlement
- Education and provision for children and adults with severe and profound learning and/or language difficulties
- Literacy for people with learning disabilities
- Autism
- Language and interaction between disabled and non-disabled peers
- Performing arts for people with learning disabilities
- The use of Total Communication to develop literacy skills in people with learning disabilities
- Developing inclusive curricula

Theory and practice of inclusion and the barriers to its implementation
- The evaluation of inclusive education programmes
- Emotional and behavioural difficulties in childhood and adolescence
- Support provision for disabled students in Higher Education within a general context of lifelong learning and widening participation
- Dyslexia in adulthood
- The identification of, and provision for, children with autistic spectrum disorders

The education of children and young people with severe learning difficulties
- Intellectual disabilities: curriculum and citizenship
- The conceptualisations of diversity and pedagogical implications
- Pupil participation
- Sociological perspectives and narrative research approaches

Policy and provision for pupils’ learning difficulties and disabilities
- Dilemmas of difference in the field of special needs and inclusive education
- Parent partnership and perspectives
- Specialist pedagogy
- Developing programmes about Special Educational Needs (SEN) for initial teacher education
- Policy issues

Lesson Study and teacher collaboration
- Enhancing teaching and learning for pupils with learning difficulties
- Using Lesson Study for formative assessment purposes

Technology and inclusion
- The role of technologies in facilitating inclusive learning experiences
- The accessibility of online learning in post-secondary education
- Factors that influence the practice of stakeholders who have a responsibility for supporting and facilitating access to technology

Voice, participation and inclusion
- Teaching and research methods for promoting the voice of marginalised learners in education and in educational research

Self-perceptions of dyslexic young people
- Measures of self-concept
- Implications for achievement and wellbeing
- Aspects of policy
The Centre for Teaching Thinking and Dialogue researches and develops education for skills and dispositions for the whole of life and for a rapidly changing world.

We support several projects related to dialogic education with technology, and teaching metacognition. The Centre hosts the leading journal in the area, Thinking Skills and Creativity. Edited by Professor Rupert Wegerif, it provides research support for an emerging global network of Exeter-accredited ‘Thinking Schools’.

Within the Centre is the Cognitive Education Development Unit (CEDU) which has a specific role to accredit and evaluate Thinking Schools. The Exeter ‘Thinking Schools’ approach, developed by the late Professor Bob Burden, incorporates the principles of a wide range of successful approaches to teaching thinking into curriculum practice.

In fact, Professor Burden was one of the first to bring Feuerstein’s approach of ‘Dynamic Assessment’ to the UK. In collaboration with Thinking Schools International (TSI) and a range of other partners, CEDU helps schools to make contact with relevant training agencies and also provides them with the opportunity to carry out evaluations to measure the success and impact of adopting these programmes.

Our research
- Fostering metacognitive learning environments in the RE (Religious Education) classroom
- Studying the development of young students’ conceptual understanding in statistics through mediation by technological tools and dialogue
- Learning to learn together: the development of a visual language for the social orchestration of educational activities
LANGUAGE AND EDUCATION NETWORK

The Language and Education Network draws together researchers who have an interest in the teaching and learning of first and second languages, as well as the roles played by language in education more broadly. The network provides a community in which faculty and students with shared interests can explore ideas, thereby fostering research collaboration.

The network is comprised of a core team from within the Graduate School of Education, who work with staff from other disciplines across the University, such as the department of Modern Languages, as well as external affiliates. Our members have written, co-edited and collaborated on a wide range of publications.

We host regular talks and seminars, for example, on the subject of self-concept, which is strongly associated with study success and motivation, and which has recently become of significant interest in second and foreign language learning.

Our research

- The role of language in teaching and learning
- The acquisition and use of vocabulary and formulaic language
- Language and literacy teaching
- Language teacher cognition
- Content and Language Integrated Learning (CLIL)
- Language learning and social cohesion
- English for Academic Purposes (EAP)
- Bilingual immersion education in the UK and Europe
- Multilingual approaches to teaching and learning
- Language learning through residence abroad and other migratory experiences
- Language policy and practice in schools and its influence on groups and wider communities
- Computer-Assisted Language Learning (CALL)
CREATIVITY, SUSTAINABILITY AND EDUCATIONAL FUTURES NETWORK

This new research network is comprised of the CREATE and Re-Place Research Groups and reflects three core synergies.

Creativity derives from the CREATE group’s focus on investigating creativity in education, within and across disciplines including the arts, sciences and digital learning; and its role in educational social systems transformation.

This is closely related to the Re-Place group’s interest in rethinking and reframing ways of knowing and ‘being-in-the-world’ via the lenses of space and place, whilst being aware of ethics and social justice concerns.

Sustainability derives from the Re-Place group’s focus on global education and ethics, social and environmental justice, diversity, citizenship and development. Sustainability is viewed as fluid and contested and relates to the CREATE group’s debating of the ethics and power relations of creativity and means of researching it.

Educational Futures intersects with both creativity and sustainability and draws out the need to explore their implications for transformative learning futures at a systemic level (Re-Place) in order to understand and facilitate educational transformation (CREATE).

Our research
Within the network, CREATE group researchers engage in creativity in education and connected educational futures research.

- CREAT-IT
- Cambridge Primary Review Trust South West Hub
- Next Choreography Siobhan Davies Dance

Re-Place group researchers engage in sustainability and educational futures from various disciplinary perspectives.

- Developing pedagogies of relation for critical citizenship and sustainability
- Transformative Intercultural Understanding
- Global partnerships and educational study visits
MA Education
Our highly-flexible MA Education is a Continuing Professional Development Masters programme that caters for educators with a diverse range of experience, development needs and study requirements. It is suitable for teachers, those in leadership or policy-making roles, and other practitioners working in education or related settings. The programme includes the opportunity to specialise in:

- Creative Arts in Education
- Language and Literacy
- Mathematics Education
- Science Education
- Special Educational Needs
- Technology, Creativity and Thinking

Students can also opt to study an individually constructed programme tailored to their personal educational needs and interests.

MSc Educational Research
Our well-established MSc in Educational Research is recognised by the Economic and Social Research Council (ESRC) as meeting their current training guidelines for the preparation of doctoral students.

The four taught modules of the MSc are required research training for all doctoral students. Students will also acquire general social science research skills that can be used in different contexts and applied to a variety of problems, and have the opportunity to specialise in a particular field of education within a research preparation framework. This programme can be studied full-time, part-time or by distance learning.

Doctoral study

PhD
The PhD is aimed at those planning to become professional researchers. The programme enables students to undertake an independent research project (in the form of a thesis) that makes a substantial contribution to knowledge within the field of Education. PhD students at the University of Exeter become part of a research-intensive community, studying with some of the leading scholars in their disciplines; are supported by world-leading academic supervisors; and have access to a range of skills workshops to help them develop in their research.

We offer three and four-year doctoral programmes depending on previous research experience, both seek to integrate research training with doctoral study. The four-year programme, can be accessed directly from an undergraduate degree, but offers all students a dedicated year of training in educational research methods on the School’s MSc Educational Research.

The programme is divided into two phases:

- Phase one
  A pre-thesis phase offering specialist research-led modules. On successful completion of this, students move on to Phase Two

- Phase two
  Students complete a thesis that makes a substantial contribution to knowledge and/or practice within a professional field

The programme is highly flexible, enabling doctoral-level study alongside existing work commitments. It can be studied on a full-time or part-time basis or, where appropriate, on a mixed full-time/part-time basis. Modules are available via blended learning, which provides face-to-face contact with tutors and fellow students, mixed with online provision and self-study.

Distance learning
We offer the opportunity for some students to undertake distance-based doctoral study, provided they have sufficient research skills training and are able to access the research materials, resources and study space they require from their off-campus location. Students will also need to have a very clear idea of their project, be able to motivate themselves and be committed to proactively seeking out connection with the research community from a distance.

Students receive regular support from supervisors, and will be expected to visit campus at key times during their studies: for induction, face-to-face supervision meetings, the viva voce examination, and to benefit from the research culture of the University - by attending the School’s annual research conference, for example.

Distance learning

Please see our website for further information: www.exeter.ac.uk/socialsciences/postgraduate
My supervisors have encouraged my research from the very beginning, and what I like most about studying a PhD is the opportunity to do the research I want, and to think about what I have done through the feedback I receive during my journey into academic life.

Suthee Ploisawaschai, PhD Education
I am studying at the University of Exeter as I wanted to be part of a diverse international research community. I have also benefited from the academic advice and guidance of my supervisors who have actively encouraged me and helped to tailor support to meet my needs.

Sharon Witt, EdD Education
I would definitely recommend the EdD in TESOL at the University of Exeter to those who want to gain more professional knowledge in this field. The modules I’ve taken really opened my eyes to the opportunities within the subject, the academic staff are knowledgeable and supportive, and the library is an excellent resource for my research.

Oliver Yi Kuo Li, EdD TESOL (Exeter)
Education annual research conference

The annual research conference reflects the research culture of the Graduate School of Education, bringing together postgraduate students and new researchers with leading practitioners and academics from different disciplines and research traditions. The conference facilitates the sharing of research interests within a climate of open enquiry, through lively exchange and critical debate. It offers participants the opportunity to disseminate their research, receive helpful feedback, be an active part of the research community and enjoy experiencing the wonderful international culture of our School.

Features of the School’s annual research conference include:

- An exhibition corner for the School’s research centres, groups and networks
- The opportunity for distance learning students to present papers to the conference via virtual sessions streamed online
- Best Poster award
- Best Paper award, sponsored by the Students’ Guild
- Free dinner for presenters
- Conference certificates for presenters and attendees
- An international-cultural corner
- An exhibition corner for research centres, groups and networks

Postgraduate Research Liaison Forums

We have Postgraduate Research Liaison Forums at both discipline and College level. These groups are made up of student and staff representatives, and they facilitate the process of engagement with the student experience.

Annual College postgraduate research conferences

These conferences are organised by students from each of our disciplines. Students present papers based on their research to fellow students and staff, providing them with an invaluable opportunity to practice their presentation skills and discuss work in a professional yet friendly setting.

The modules within the programme have increased my knowledge and understanding of the many issues within my specialist field. Together with feedback from tutors, I have become more confident in applying the new skills that I am acquiring daily. I am looking forward to the thesis stage, becoming a good researcher and effecting positive change through my work.

Queen Onalaja, EdD Special Needs and Inclusive Education
Research training

The College is fully committed to offering research training that is relevant and useful, which contributes to positive outcomes for its students, not least in enhancing employability. We support students in gaining a thorough grounding in the methodological and theoretical perspectives required for their research projects. Our individual training needs analysis allows students to identify and address any research methods or subject knowledge gaps through training modules, workshops and seminars.

Researcher Development Programme (RDP)

The Researcher Development Programme provides sessions on a variety of professional skills which will help students become more effective researchers, as well as setting them up to make a successful move into the world of post-doctoral employment. The RDP provides help in many areas, such as starting a research project, giving a conference paper, writing at doctoral level, preparing for the viva examination, and life beyond the doctorate. The team also offer both one-to-one and group advice sessions on career planning.

Doctoral Training Partnerships

ESRC South West Doctoral Training Centre (SWDTC)

The University is part of the SWDTC, a collaborative initiative with the University of Bristol and the University of Bath to deliver world class postgraduate research training for social scientists across all our disciplines. We also offer interdisciplinary studies in security, conflict and justice. The SWDTC runs a number of advanced training sessions, an annual conference, social and networking sessions, and opportunities to collaborate with external partners.

The Training Centre offers funding for +3 PhD training, where students register for a three-year PhD programme, and 1+3 PhD training, which includes one year of research training on a relevant Masters programme, followed by a three-year PhD programme.

You can explore the pathways, programmes and funding currently available at www.swdtc.ac.uk

AHRC South West and Wales Doctoral Training Partnership (SWWDTP)

The SWWDTP consortium, in which Exeter is joined by seven other universities (Aberystwyth, Bath, Bath Spa, Bristol, Cardiff, Reading and Southampton), delivers postgraduate supervision, training and skills development in the arts and humanities.

The College activity is in Area Studies, Law, Philosophy, and Political Theory.

The consortium’s approach is characterised by a strong emphasis on collaboration with research institutions, and it has 19 partner organisations including a number of international universities, commercial enterprises and non-government organisations.

Funding is normally for three years, and we also offer joint supervision, sharing of resources from across the consortium, student events, placements, conferences and the fostering of peer support networks.

You can explore the pathways, programmes and funding currently available at www.sww-ahdtp.ac.uk
ST LUKE’S CAMPUS

The Graduate School of Education is located on the historic and beautiful St Luke’s Campus in Exeter, where Education students have studied for more than 160 years. The campus is within a short walking distance of a large supermarket as well as a number of independent shops, including some small cafés. The city centre itself is just 12-minutes’ walk from St Luke’s, with an impressive range of larger retailers and a variety of restaurants.

The 24-hour access Postgraduate Common Room provides our students with a place of their own on campus to discuss, debate, socialise and relax. Other facilities include one of the largest Education libraries in the UK, a sports hall, a café, a multi-faith chaplaincy and an indoor-heated swimming pool.

St Luke’s is currently in the final phase of a multi-million pound development project. Recently opened is the Student Study Centre, which houses 120 study spaces, 37 PCs, and bookable group study rooms, all equipped with Wi-Fi, print, copying and scanning facilities.

“... the St Luke’s Campus is so individual and special in character and history. It shapes your education both academically and socially – it’s a very close-knit community.”

Louise Michael, University of Exeter alumna
Contact us

General and MA Education enquiries
Tel: +44 (0)1392 723192
Email: ssis-admissions@exeter.ac.uk

www.exeter.ac.uk/education

Doctoral study enquiries
Tel: +44 (0)1392 724490
Email: ssis-researchadmissions@exeter.ac.uk